**Michele Natali: Graduate Credit Project for Digital Academy**

**Content:**

**Content Standards:**

**GRADE 1**

**Focus: Students will use a process to find information.**

**Benchmark A:** State what information is, and show where it can be found.

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| --- | --- | --- |
| *Understanding Information* | 1. | Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). |
|  |  |  |
|  | 2. | Use a graphic organizer to sort information |

**Benchmark E:** Understand what information is and use a process to find information.

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| --- | --- | --- |
| *Understanding Information* | 1. | Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). |
|  |  |  |
| *Decide* | 2. | Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn). |
|  |  |  |
| *Find* | 3. | Find information about the topic by using library materials. |
|  |  |  |
| *Use* | 4. | Use the information and communicate findings orally, visually or in writing. |
|  |  |  |
| *Check* | 5. | Check work by discussing the process used to find the information. |

**GRADE 1** (Language Arts Research Grade-Level Indicators)

1. Discuss ideas for investigation about a topic or area of personal interest.
2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.
4. Recall important information about a topic with teacher assistance.
5. Report information to others.

**What will students know and be able to do?**

The students will be able to read the biographies. They will review non-fiction reading, knowing that the books are true and not made up. The students will use a graphic web to help them decide on the important information to look for in their biographies. They will decide on the important information to include in their presentations by using a format guideline. They will be able to fill in a format guideline to help them create their presentations. Students will be able to use technology to create a virtual poster board using the website en.linoit.com.

**Pedagogy:**

**What teaching methods and instructional strategies will you use?**

Books used:

* “Rookie Biographies” by Will Mara (from NF library)
* “First Biographies” (from NF library)
* Various other biographies, as found, that show different styles of writing biographies.

Students will be working with a partner throughout the project.

Day 1: Students explore biographies, looking for the features and writing styles found in many biographies. Students make a list of what features and writing styles they find in the biographies (save lists for tomorrow’s lesson). Guide students as they investigate different biographies for differences between each of them and similarities, as well.

Day 2: Students share what they have learned (lists from yesterday). Make a chart of their findings and add other features, as noted on “How Authors write in this genre” page.

Day 3: Students choose biographies. Give them as purpose for reading: “What is your person famous for?” Model how to find this information and write the information in the correct bubble on the web. Have students complete this bubble on their webs.

Day 4: Model how to find important dates in the biographies and use the web to put this information in the correct bubble on the web. Guide the students in finding and doing the same:

* birth date (and location, if available)
* date of death (and how died, if available)
* Another important date

Day 5: Model how to find 3 other details in the biographies and use the web to put this information in the correct bubble on the web. Guide the students in finding and doing the same.

Day 6: Show the students a sample power point presentation to model what they will be doing to create power point presentations from their own biography webs.

Day 7: Students put the information from the graphic organizer/web onto their power point pages (as a rough copy that they will use to type into the computer).

Day 8, 9, 10: Guide students in copying their rough copy/paper copy of the power point presentations into the power point program on the computers.

Day 11+: Students share power point presentations with the class.

**Technology:**

**What technology will support or enhance student learning?**

The technology that the students will be using is a website (en.linoit.com) to create a virtual poster board about their famous person. They will be using the computers in the classroom to type their information onto the virtual sticky notes. They will be able to change and/or add the color, font size and special effects.

**Reflection:**

**Was the technology you selected a good fit for the content and pedagogy of the lessons? Why or Why not?**

Yes, the technology fits the content and pedagogy. The project was designed to be used with power point but it still fit with the linoit website. The graphic organizer used was able to fit with the linoit website since I was able to tag all of the sticky notes for the students according to their graphic organizer. The students were then able to change their sticky note color, font size, font color and/or add icons to their sticky note. It was easy for the students to save and edit their projects.

**What adjustments will you make next time to improve the effectiveness of the lesson?**

I feel like this project worked well especially for the students first time doing research and presenting. I was going to have the students type their research into the linoit website all at the same time. I decided to have them type it in small groups so that I could make sure that they understood how to use the website. This worked wonderfully with the students. Once they understood how to use the website I was then able to walk around and help other students finish their graphic organizers and/or check their journal writing.

When we do the next research project I will have the students choose their own backgrounds. I will also have the students make their own tags and choose their own sticky notes. This will be an extension of their biography projects.

**How will you share your project and what you have learned with your colleagues?**

The student’s projects will be posted on my classroom blog. The website will also be emailed to the student’s parents so that they can go on to see what their child has been learning in class. The student’s will share their projects with the rest of the students in our classroom so that they can all see what each group has done. Also, I invited our principal and assistant superintendant in to watch the students create their linoit projects.

**Rubric**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Our Biography Rubric**

We used the information from the book. ☺ 😐 ☹

We used our own words. ☺ 😐 ☹

We wrote in complete sentences. ☺ 😐 ☹

We created a quality work virtual poster

board or power point. ☺ 😐 ☹

We presented our virtual poster board

or power point. ☺ 😐 ☹

Yellow- Student Evaluation

Blue- Teacher Evaluation

**Website link:** Shows student final work

[**en.linoit.com**](file:///C:\Users\AbbyThaker\Downloads\en.linoit.com)

**username: michelenatali**

**password: natali**

**Pictures of students working:**

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